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ABSTRACT

The data presented in this paper indicates that the present Spanish language program at Mesa College serves only one quarter of the student body and probably even a smaller fraction of the community. This situation exists because the recommended curriculums for 52 of Mesa College's 66 lower-division majors, largely nongeneral liberal arts and one- and two-year terminal education majors, do not make available a sufficient number of elective hours for students to take the standard 15-hour beginning comprehensive (all four skills) Spanish course. Evidence is presented to show that there is a need for foreign language skills among the three quarters of the student body now being neglected. Interviews with instructors, department heads, and division chairmen suggest that the interests of one-fifth of these students can be served best by a foreign language other than Spanish. The needs of approximately one-third, however, can be served best by a new, innovative, three-hour, one- to three-quarter, limited-objective (understanding and speaking skills only), career-oriented Spanish program. It is estimated that within a few years following adoption of such a program, foreign language enrollment should be at least two to three times larger than it is at present. (Author/KM)

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CAREER SPANISH:

ANOTHER INNOVATIVE ADDITION

TO MESA COLLEGE'S

INSTRUCTIONAL PROGRAMS

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CAREER SPANISH: ANOTHER INNOVATIVE ADDITION TO MESA COLLEGE'S INSTRUCTIONAL PROGRAMS

Prepared for

The Mesa College Seminar

on Innovation in Higher Education

by

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ABSTRACT

In this paper data is presented which indicates that the present Spanish language program at Mesa College serves only one quarter of the student body and probably even a smaller fraction of the community. Such a situation is antithetical to the first criterion of innovative educational programs--that of service to all the students and community and not just a segment. This situation exists because the recommended curriculums for 52 of Mesa College's 66 lower division majors--largely non-general liberal arts and one- and two-year terminal education majors--do not make available a sufficient number of elective hours for students to take the standard 15-hour beginning comprehensive (all four skills) Spanish course. Evidence is presented to show that there is a need for foreign language skills among the three quarters of the student body now being neglected. Interviews with instructors, department heads, and division chairmen representing the neglected students suggest that the interests of one-fifth of these students can be served best by a foreign language other than Spanish. The needs of approximately one-third, however, can be served best by a new, innovative, three-hour, one- to three-quarter, limited-objective (understanding and speaking skills only), career-oriented Spanish program. A conservative estimate of the impact of this new proposed program development upon the Foreign Language Department, and the Spanish program in particular, is that within a few years following adoption, foreign language enrollment should be at least two to three times that which it is at present. With proper development it should be possible to offer suitable Spanish and other foreign language programs to close to 100 percent of the student body and community within five years.

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CAREER SPANISH: ANOTHER INNOVATIVE ADDITION TO MESA COLLEGE'S INSTRUCTIONAL PROGRAMS

Introduction

During the spring of 1973 eight nationally known educators were brought to the Mesa College campus by the administration to lead a series of seminars on innovation in higher education. The names of these seminar consultants and their topics may be found in Appendix 1. Two semester hours of graduate credit from the University of Colorado were offered to those registering for Education 406--Workshop in Curriculum and Instructional Development, paying a $15 fee, attending all sessions, and developing a six to ten page written plan for implementing change at Mesa College in the participant's field. This paper is one credit-seeking participant's attempt to comply with the last mentioned requirement.

Nature of Innovative Education

However, before presenting my plan for change, I would like to synthesize the remarks made by the consultants about innovative education during the course of the ten-week workshop. This step would appear necessary in order to provide some standards by which the innovativeness of the plan may be judged. First of all, what is innovative education? According to my interpretation of the statements made by the seminar speakers, innovative education, reduced to the most minimal description possible, is student-centered education. This emphasis on the student is manifested in at least five different ways.

First, innovative education serves the entire community of students or potential students with programs that reflect the students' needs, rather than the institution's preconceived ideas about what

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programs are really college-level courses and therefore worthy of being offered (Valentine, Harrington, Asplin, and Matson). Program emphasis should be directly proportional to enrollment distribution (Bond).

Second, innovative education is relevant and responsive to the opportunities being sought after by students. Today many students are going to college to prepare themselves to get some job. For those students, career-oriented programs should be considered (Lillie, Harrington, Asplin, and Shay). Innovative education places at the feet of the learner, out on the job or in the community, as much learning as is possible (Asplin).

Third, innovative education provides for diverse curriculums and instructional methodology and increased offerings (Valentine and Matson). This is especially necessary in a community college environment in which there is a heterogeneous student population (Lillie and Matson). More widespread use of educational technology should be made (Valentine and Hendrickson).

Fourth, innovative education provides for individual differences in learning styles (Harrington, Bond, Asplin, Matson and Shay). Personalized self-directed and self-pacing programs should be provided for those whose learning styles permit the use of such programs (Harrington).

Fifth, innovative education is efficient and effective. Because of the increased cost of education and the ways that jobs match up with education, many students are pragmatic about their education and expect productive learning experiences and tangible results in the shortest time (Asplin, Harrington, and Valentine). Programs should

de-emphasize time, space, and course requirements in favor of competency and performance (Valentine and Harrington). The state, as well as the public, will expect us to be able to demonstrate in measurable terms that we are doing our job (Asp''n).

One additional theme which was repeated with considerable frequency by the seminar speakers was the urgency and gravity of the situation. Matson expressed concern about the short time that we have to become viable in the area of post-secondary education. Valentine stated more specifically that the needs that exist in the public sector will be here for a few more years and that if colleges and universities are unable to meet the public's need, other groups will. Valentine emphasized that now is the time--this year, not next.

Asplin remarked twice during his address that an organization [program] will survive only as long as people are happy with what it does. The contexts in which he made the remarks suggested to me that he believes our very existence depends upon our offering programs characterized by those innovative features listed above, and that we offer such programs as soon as possible.

Innovative Education Through Career Spanish

The Seminar on Innovation in Higher Education produced a number of innovative ideas which ought to improve the Spanish program at Mesa College. These ideas, except for the one specifically chosen for presentation in this paper, may be found in Appendix 2, Ideas for Further Curriculum Development. Additional sources of innovative ideas for the teaching of Spanish, as well as other foreign languages, may be found in Appendix 3, Selected References.

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No attempt will be made in this paper to further review existing lower-division Spanish programs at Mesa College or proposed upper-division programs, as both of these subjects have already been analyzed in previous reports. I presented a critique of existing lower-division courses in January 1973 for the North Central Evaluation and a description of innovative upper-division Spanish programs during the winter of 1973 in connection with baccalaureate planning.

The idea selected for the topic of this paper is one which, after considering all the others, seemed to offer the greatest potential for being innovative, as well as for increasing the size and service capacity of the Spanish program at Mesa College. This idea is that one additional Spanish course, "Career Spanish", be added for students whose majors do not make available a sufficient number of elective hours for the existing more comprehensive Spanish language programs. It is recommended that this new class have no prerequisites, meet for three hours a week and be offered for three quarters (90 hours) to lower and upper division students.

Rationale for Career Spanish

At present, the beginning Spanish language program offered at Mesa College is the First-Year Spanish course (Spanish 11, 12, and 13). This is a five-hour-a-week, three-quarter sequence course designed to develop competency in all four areas of language skill: understanding, speaking, reading, and writing (see 1973-1974 Mesa College Catalog, page 63). It is a comprehensive and intensive program modeled in part after similar comprehensive programs in four-year schools in order to make it acceptable for transfer and to prepare the student to complete a second-year Spanish language and/or literature course when this is

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either required or desired.

Examination of the suggested curriculums in the 1973-1974 Mesa College Catalog for the 66 lower division majors (see Appendix 4)offered at Mesa College shows that only 14 majors (see Appendix 7), or 21 percent of the total number of majors, make available a sufficient number of elective hours for the 15-hour comprehensive Spanish program. Fifty-two lower division majors (see Appendix 8), or 79 percent of the total number of majors, do not make available a sufficient number of elective hours for the 15-hour course. Speech is included in this category because the breakdown and distribution of elective hours make it impossible for the speech major to consider taking a five-hour three-quarter sequence course.

In terms of the number of students involved, data provided me by Mr. Don MacKendrick, Chairman, Division of Social Sciences, indicate that of the 1,753 day-school students in Mesa College during the spring of 1973 (see Appendix 4), only 466 students, or 26 percent of the total, were enrolled in majors which make available a sufficient number of elective hours for the comprehensive program (see Appendix 7). One thousand two hundred eighty-seven students, or 74 percent of the total, were enrolled in majors which do not make available a sufficient number of elective hours for the comprehensive program (see Appendix 8).

Information concerning elective hours was compiled from the suggested curriculums found in the 1973-1974 Mesa College Catalog. Curriculums were found for 60 of the 66 lower division majors offered at Mesa College. Estimates of the number of elective hours available in the six fields for which curriculums were not given were made on the basis of elective hours available in closely related programs (see Appendices 5 and 6). Hours were counted as elective when the

curriculums provided for a humanities elective and/or an undesignated elective.

A program which serves only 26 percent of the day-school student body is antithetical to the first criterion of innovative education--service to the entire community of students or potential students. The question that remains, however, is whether the 74 percent of the student body now excluded from the comprehensive Spanish language program have any real need for Spanish. Almost all of these students are non-general liberal arts or one- or two-year terminal students.

Unequivocal evidence of the need for and interest in Spanish among these neglected students may be found in the welcome that greeted the announcement of a pilot program, Spanish for Child Care Majors, which was conducted at Mesa College through the Continuing Education Division during the winter quarter of 1973. Over thirty students signed up for this class. The course was especially designed to meet, in the three elective hours which they had available, their need to entertain, as well as to communicate with Spanish-speaking children and their parents. The students' tremendous enthusiasm for the course was clearly reflected on their end-of-course evaluation sheets. The course was highly praised and many students expressed a desire to continue for another quarter.

A further strong endorsement of the concept of career-related Spanish programs may be found in the responses to a December 1972 inquiry addressed by the writer to all state foreign language supervisors and to the editors of all state foreign language newsletters in the continental United States. Information was requested concerning their perception of the need for career Spanish programs, the

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availability of materials for such programs, and the existence of such programs in their respective areas.

In their replies, respondents acknowledged the merits of and the need for career Spanish programs on a national scale; verified the scarcity of commercially prepared materials and the need to develop new teacher-prepared materials, and described the shortage of programs in actual existence. The general situation appears to be best summed up in the words of one California coordinator who stated, "I have heard much lip service but /seen/ practically no action." Almost all respondents requested further information on the pilot program at Mesa College and offered their best wishes for success in our efforts (see Appendix 9).

The extent to which Spanish may be able to serve the non-general liberal arts student was revealed in the spring of 1973 during interviews by the writer with the instructors, department heads, and division chairmen representing this neglected sector of the student body. The results of these interviews indicate that at least another 504 students, or 29 percent of the student body, could have been served by appropriate career Spanish programs during the spring of 1973 if they had existed (see Appendix 10). At least another 335 students, or 19 percent of the student body, could possibly have been served by an appropriate program in some other foreign language, preferably French or German (see Appendix 11).

Needed non-existing limited-objective Spanish programs which grew out of the interviews include Medical Spanish, Spanish for Child Care and Education Majors, Spanish for Social Service, Spanish for Law Enforcement, Spanish for Farm and Ranch, Spanish for Tourism,

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and Spanish Commercial Correspondence. Based on the present availability of materials, both commercial and teacher prepared, the first four programs listed could be offered as early as the fall of 1974 if there were a class available. Due to the present scarcity of materials for the latter three programs, I believe it would be wise to delay offering these programs until the fall of 1975 (see Appendix 10).

No Alternatives to Career Spanish

I do not believe that any of the existing beginning two- or three-hour Spanish courses are wholly suitable vehicles for delivering the innovative programs being described herein. The Beginning Spanish class (Spanish 14, 15, and 16), a continuing education class, has for some time been an anachronism to the records office because of the fact that it is a two-and-one-half-hour class. It was so set up in the early 1960's to articulate with the semester programs to which students at that time were transfering. Conversational Spanish (Spanish 10), also a continuing education class, is only a one-quarter, three-hour class, and does not provide for the continuity which some students are going to want and all should have. Experience with the child care Spanish class mentioned earlier demonstrated that a number of these students would have taken at least another three-hour class had one been available. It was obvious that the students' satisfaction with the program, not to speak of performance, would have definitely been even greater if exposure to the language could have been extended over at least two quarters (60 hours), and preferably three quarters (90 hours).

I do not at present believe that the five-hour comprehensive

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Spanish class (Spanish 11, 12, and 13) should be reduced in hours to meet the needs of students with tight schedules in either two- or four-year programs. The comprehensive class should be maintained for students whose fields of studies require a comprehensive transfer-type program and for all other students who have the hours available and desire to acquire all four language skills: understanding, speaking, reading, and writing, rather than just two: understanding and speaking.

The only other alternative to adding a new Spanish class--that of changing all the non-Spanish curriculums to accomodate that of the comprehenisve Spanish--is unrealistic. The most desirable solution is the adoption of a new limited-objective Spanish class which provides for the language needs of the non-general liberal arts student within that period of elective time available to the student. What is needed is a new three-hour, one- to three-quarter class appropriately designated "Career Spanish", so as to indicate clearly to the student for whom it is intended and for what purpose it exists.

Description of Career Spanish

In addition to serving all the students, rather than just a few, to being relevant to the on-the-job needs of non-general liberal arts students, and to providing for diverse offerings, the programs being suggested herein can also meet the other criteria for innovative programs which were identified during the Mesa College Seminar on Innovation in Higher Education. The "Career Spanish" programs can be individualized, efficient, and effective.

Rather than waiting for or trying unsuccessfully to promote the

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development of a class of students solely in law enforcement or solely in commercial correspondance during a given quarter, I would recommend letting students begin the proposed "Career Spanish" class any quarter regardless of their particular interests or levels of ability and take it for one, two, or three quarters as their curriculums permit. In this way maximum flexibility and enrollment would be obtained. Thus, hypothetically, in any given class or section there might be six second-quarter nurses, two first-quarter education majors, four third-quarter students in law enforcement, four second-quarter students in the Farm and Ranch Spanish option, and two first-quarter students in the Spanish for Tourism option (see Appendix JO).

Given present student-faculty ratios, this heterogeneous type of program would clearly require special individualized and semi-self-instructional materials. I believe the most appropriate manner of presenting the course content in such a class would be through learning activity packages (LAP'S). Beginning students could first be provided with an obligatory LAP dealing with the pronunciation of the basic sounds in Spanish. Vocabulary illustrating the sounds would be selected from those words which the students would be encountering in their own field of interest. Thereafter, students could either select for themselves, or, if they wished, be directed to, a particular LAP dealing with a specific situation which they would be likely to encounter on the job. Each LAP would contain the basic speech patterns and vocabulary necessary to provide the students a terminally satisfying experience--the ability to communicate in a particular situation. Although not necessarily career-oriented, nor completely up to LAP specifications, the "Draft" LAP

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in Appendix 12 provides an idea of one way in which the course content might be delivered through learning activity packages.

Experience to date indicates that a student in a three-hour-a-week program can cover one LAP in one and one half to two weeks. It should be possible to shorten this learning period through revision and improvement of the packages. Once norms are established on the average amount of time required to complete a given LAP successfully, it should be possible at some time in the future to offer the "Career Spanish" course for variable credit. Depending on the student's background, ability, and effort, he could be awarded more credit during the quarter for successful completion of more than the average number of LAPs and, conversely, less credit for successful completion of less than the average number of LAPs. With the help of native-speaking informants from the community, these semi-self-instructional LAPs could also be completed successfully off campus for credit by people who cannot get on campus at a specific hour. If the administrative mechanisms were available, these off-campus students could even enter the program at any time of the year.

Given additional administrative mechanisms, the student might also elect from among several grading options. He could be permitted to choose between pass-fail, conventional grades, or certified proficiency. However, irrespective of the grading system chosen, these programs will be performance oriented. The final for the medical Spanish program for students in nursing, for example, could involve receiving the "patient", giving him instructions concerning medication, diet, procedures for treatment, etc.--all in Spanish. This course will not be a "watered down" version of the standard 15-hour beginning comprehensive course. It will be equally as demanding as the standard course and, therefore, equally as deserving of academic credit for application toward a Mesa College degree or toward transfer.

Cost of Career Spanish

The cost of adding one such new nine-hour Spanish program, which has the potential for serving more students than the present comprehensive 15-hour First-Year Spanish program (compare Appendices 7 and 10), should be minimal. The only additional expense that I can think of, over and above money annually budgeted for foreign language program maintenance and development, would be approximately $300.00 a year per section for an additional qualified work-study student. Experience with the pilot programs conducted to date indicate the necessity of having, in addition to the instructor, a native Spanish-speaking student-aide in these heterogeneous classes--that is, if the students are to receive adequate individual attention.

Potential of Career Spanish

The effect that the adoption of these programs at Mesa College could have on potential foreign language enrollment and service capacity is summed up in Appendix 13. This appendix shows that the adoption of the "Career Spanish" course alone (Plan "A") would result in a 100 percent increase in service capacity by 1975--from 26 to 55 percent of the student body. The adoption of these new programs throughout the Foreign Language Department (Plan "B") could result in a 200 percent increase--from 26 to 74 percent of the student body. However, even if all these new programs were adopted, Appendix 13 shows that 26 percent of the students would still be without a foreign language program tailored to their particular needs and curriculums.

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An analysis of this remaining group of students for which limited-objective foreign language programs need to be considered may be found in Appendix 14. Foreign language skills can be a valuable commodity for this group of students also. Appendix 15 provides an idea of one type of program that might be considered for business and accounting majors. Appendix 14 shows that there were some 232 students, 13 percent of the student body, in these two fields in the spring of 1973. The foreign language needs of the students of this group in occupational programs were outlined sometime ago by no less than Walter Reuther himself. I do not have the statement or source with me here in Mexico, but the challenge exists and can hardly be ignored if we are ultimately to reach that goal of innovative education which requires programs on behalf of all the students and people, and not just a segment. With strong effort it should be possible to provide foreign language programs for close to 100 percent of the student body and community within the next five years.

If the capacity for foreign language growth and service is two to three times as large as it is at present in a sample of only approximately 2,000 persons, the potential that exists through the Continuing Education Division within the Grand Valley, with a population of some 50,000, or Western Colorado, with considerably more, is believed to be almost unlimited. In an attempt to determine more precisely the extent of the need for foreign language skills within the community, I conducted a survey during the spring of 1973 among members of those occupational groups in the community believed to have a frequent need for foreign language skill in their

jobs. Among the groups contacted were doctors, nurses, and health aides; educators and aides; farmers and ranchers; law enforcement officers, and social workers. Although the results of this survey have not yet been compiled, the responses were most encouraging and are expected to confirm the optimism shown above when they are.

Conclusion

The conversion of Mesa College into a baccalaureate degree-granting institution will not alter the needs that students, and especially members of the community and area, have for these special limited-objective foreign language programs. I do not believe the conversion will increase very much the limited number of elective hours available to the non-general liberal arts and one- and two-year terminal education students for whom most of the programs described herein are designed. Thus, given the same number of people in the community and of students with an insufficient number of elective hours for comprehensive foreign language programs who need or could use foreign language skills if they had them, these programs should still be as valid in a four-year program as in a two-year one. Finally, as a baccalaureate degree-granting institution, Mesa College should be in an even better position to try out innovative programs such as these than as a junior college boxed in by all the requirements of the four-year schools.

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APPENDICES

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APPENDIX 1

SEMINAR CONSULTANTS AND TOPICS

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Bond, Richard, President, University of Northern Colorado, "How Can Mesa Organize for Success?" April 27, 1973.

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Lillie, Dean, SBCCOE, /"Politics and Higher Education,"/ April 28, 1973.

Matson, Jane, Professor of Education, California State University at Los Angeles, "How Student Services Contribute to the College," May 12, 1973.

Shay, Tom, Director, Education Center, University of Colorado, "Managing Change," May 25, 1973.

Valentine, John, Executive Secretary, Commission on Non-Traditional Study, "Non-Traditional Approaches in Higher Education," March 10, 1973.

APPENDIX 2

IDEAS FOR FURTHER CURRICULUM DEVELOPMENT

MARCH 10 SEMINAR

1. Expand credit by examination opportunities for those with off-campus learning experience.
2. Provide more opportunity for off-campus study for credit for people who cannot get on campus at a specific hour.
3. Use media to its fullest potential.
4. Improve and increase the services of the Mesa College Foreign Language Information Center.
5. Conduct workshops on local Chicano language and culture for community service personnel.
6. Consider the possibility of contract teaching.
7. Complete and compile the survey of community foreign language needs.
8. Protect, maintain, and improve the quality of existing programs during transition and change.

MARCH 30-31 SEMINAR

9. Develop course objectives in behavioral terms.
10. Provide simulated on-the-job experience for Career Spanish students.
11. Give more attention to curriculum development and instructional design.
12. Give students more individual attention.
13. Obtain an inventory of Grand Junction area agencies and establishments having a need for and willing to place students with Spanish language skills.
14. Emphasize learning by doing.
15. Be willing to start new programs on a small scale basis. Then if it looks like they will go, promote them more earnestly.

APRIL 13-14 SEMINAR

16. Review and consider revising the goals of the Spanish programs at Mesa.
17. Devise more effective means of evaluating the attainment of these goals. Be prepared to tell what students can do in measurable terms.
18. Consider diverse programs, such as one-credit-hour-mini-courses and one-, two-, or three-quarter certificate programs verifying demonstrated proficiency.
19. Determine the personal and physical resources available in the Grand Valley area for off-campus Spanish language projects.
20. Consider how much Spanish can be learned by students out in the community.
21. Update the linguistic survey of Grand Junction and consider promoting a strategic or critical foreign language program.

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22. Determine what Spanish language videotaped programs are available.
23. Update the listing of what individualized Spanish language programs are available.

APRIL 27 SEMINAR

24. Offer programs only when ready to.
25. Organize a philosophical framework within which to operate.
26. Emphasize families of occupations and career education.
27. Consider cross disciplinary teaching and structured inter-disciplinary units.

APRIL 28 SEMINAR

28. Acquire descriptions of model innovative college Spanish programs.
29. Keep in mind that the kinds of students being served today are different from those served ten years ago.
30. Look ahead. Be cognizant of what the vocational needs of the country will be in the future and consider how Spanish may serve these fields.
31. Consider what I am (not) doing in Spanish for business, labor, industry, and agriculture.
32. Promote obligatory foreign language study for selected majors and departments when such study is recommended by state or national agencies.
33. Recommend foreign language study for selected majors and departments when such study is considered desirable or useful and make known the opportunities for gaining these skills at Mesa.
34. Utilize teacher evaluations as a means of improving instruction.
35. Promote and take advantage of inservice training opportunities.
36. Consider promoting the establishment of a foundation in Grand Junction to help finance special foreign language projects.
37. Prepare a brochure on the opportunities for Spanish and Latin American studies at Mesa.

MAY 12 SEMINAR

38. Consult with students, counselors, and faculty regarding the effectiveness of programs; how to improve instructional services and teaching.
39. Keep in mind that some students do not learn best via individualized instruction. We have to diversify our instructional methodology.
40. Consider everybody in the community as a potential student.
41. Take time to get to know students better. You have to know something about students in order to design programs that meet their needs.
42. Reinstate the Spanish Luncheon Club.
43. Be prepared to go out and get segments of the population not being presently reached by either junior colleges or four-year schools. We are going to be involved in an intense period of competition for students. We do not need to sit back and go out of business.

44. Consider sponsoring more short term workshops.
45. Spend more time publicizing the rationale for taking Spanish.

MAY 25 SEMINAR

46. Be prepared for resistance to change.
47. Consider what I may also be losing because of change.
48. Keep in mind that any plan for change is only a guideline and allow room for revision.
49. Consider how to insure the success of every Spanish language student.
50. Consider the limits to which it may be possible to go in improving the fit of courses to students' needs and abilities.

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APPENDIX 3

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APPENDIX 4

MESA COLLEGE MAJORS - SPRING 1973

GENERAL STUDIES PROGRAMS

Majors	Students
Accounting	51
Aeronautical Engineering	2
Agriculture	23
Anthropology	2
Archeology	3
Art	66
Biological Science	41
Business	163
Chemistry	10
Civil Engineering	5
Drama	21
Economics	1
Education	38
Electrical Engineering	6
Engineering	45
English	19
Foreign Language	5
Forestry	51
Game Management	4
Geology	18
History	10
Home Economics	30
Humanities	9
Journalism	10
Liberal Arts	252
Literature	6
Mathematics	25
Mechanical Engineering	1
Music	34
Physical Education	69
Physics	2
Political Science	23
Psychology	27
Secretarial Science	22
Social Science	39
Sociology	19
Speech	7
Pre-Architect	12
Pre-Dental	11
Pre-Law	29
Pre-Medicine	37
Pre-Nurse	16
Pre-Optometry	2
Pre-Pharmacy	1
Pre-Vetinary	9
Unknown	13
TOTAL STUDENTS	1,289

OCCUPATIONAL PROGRAMS

Majors	Students
Audio-Visual	21
Auto Body and Fender	14
Auto Mechanics and Technology	46
Business	18
Child Care Center	41
Civil Engineering Technician	6
Data Processing	25
Drafting Technician	6
Electrical Engineering Tech.	3
Electronics Technology	15
Industrial Arts	2
Job Entry	14
Medical Office Assistant	19
Police Science	13
Practical Nursing	23
Nursing (R.N.)	116
Radiologic Technology	8
Secretary - Medical	5
Secretary - Legal and Science	5
Travel and Recreation Mang.	43
Welding	21
TOTAL STUDENTS	464

GRAND TOTAL STUDENTS 1,753

Source: These data were given to me during the Spring of 1973 by Mr. Don MacKendrick, Chairman, Division of Social Sciences.

APPENDIX 5

ELECTIVE HOURS AVAILABLE IN GENERAL STUDIES PROGRAMS

Majors	Fres	Soph	Total
Accounting	2 0 0	0 0 0	2
Aeronautical Engineering	0 0 0	3 3 3	9
Agriculture	0 0 0	0 0 4	4*
Anthropology	6 6 6	0 0 0	18
Archeology	0 0 0	0 0 0	0
Art	0 2 2	0 0 0	4
Biological Sciences	0 0 0	2 5 2	9
Business	0 0 0	0 0 3	3
Chenistry	0 0 0	0 3 3	6
Civil Engineering	0 0 0	3 3 3	9
Drama	0 0 0	3 3 8	14
Economics	6 6 6	0 0 0	18
Education	5 5 5	5 5 2	27
Electrical Engineering	0 0 0	3 3 3	9
Engineering	0 0 0	3 3 3	9
English	0 1 1	8 8 8	26
Foreign Language	0 1 1	8 8 8	26
Forestry	0 0 0	3 3 0	6
Game Management	0 0 0	3 3 0	6
Geology	0 0 0	0 0 3	3
History	6 6 6	0 0 0	18
Home Economics	0 0 0	0 0 3	3
Humanities	0 1 1	8 8 8	26
Journalism	0 1 1	8 8 8	26
Liberal Arts	0 1 1	8 8 8	26
Literature	0 1 1	8 8 8	26
Mathematics	0 0 3	3 3 3	12
Mechanical Engineering	0 0 0	3 3 3	9
Music	0 0 0	0 0 0	0
Physical Education	0 0 0	3 0 0	3
Physics	0 0 0	0 0 0	0
Political Science	0 0 0	0 0 0	0
Psychology	6 6 6	0 0 0	18
Secretarial Science	0 0 3	3 3 0	9
Social Science	6 6 6	0 0 0	18
Sociology	6 6 6	0 0 0	18
Speech	0 0 0	3 3 11	17
Pre-Architect	0 0 0	3 3 3	9
Pre-Dental	0 0 0	0 0 0	0
Pre-Law	0 0 0	8 8 8	24
Pre-Medicine	0 0 0	3 2 2	7
Pre-Nurse	0 0 0		0
Pre-Optometry	0 0 0	3 2 0	5
Pre-Pharmacy	0 0 0	0 3 3	6
Pre-Veterinary	0 0 0	3 2 2	7

Source: Mesa College Catalog 1973-1974 *Estimated

APPENDIX 6

ELECTIVE HOURS AVAILABLE IN OCCUPATIONAL PROGRAMS

Majors	Fres	Soph	Total
Audio-Visual	0 3 3	3 2 0	11
Auto Body and Fender	0 0 0	0 0 3	3
Auto Mechanics and Technology	0 0 0	0 0 3	3*
Business	0 0 0	0 0 3	3*
Child Care Center	0 0 2	4 5 0	11
Civil Engineering Technician	0 0 0	3 3 0	6
Data Processing	0 0 0	0 0 0	0
Drafting Technician	0 0 0	0 0 0	0
Electrical Engineering Technician	0 0 0	0 0 0	0*
Electronics Technology	0 0 0	0 0 0	0
Industrial Arts	0 0 0	0 - -	0*
Job Entry	0 0 0	0 0 0	0*
Medical Office Assistant	0 0 0	- - -	0
Police Science	0 0 0	0 0 0	0
Practical Nursing	0 0 0	0 - -	0
Nursing (R. N.)	0 0 0	0 3 0	3
Radiologic Technology	0 0 0	0 0 0	0
Secretary - Medical	0 3 0	0 0 0	3
Secretary - Legal and Scien.	0 3 0	3 0 0	6
Travel and Recreation Mang.	0 0 0	0 8 0	8
Welding	0 0 0	0 - -	0

Source: Mesa College Catalog 1973-1974

*Estimated

APPENDIX 7

MAJORS WHICH MAKE AVAILABLE
A SUFFICIENT NUMBER OF ELECTIVE HOURS
FOR COMPREHENSIVE FOREIGN LANGUAGE PROGRAMS

GENERAL STUDIES PROGRAMS

Majors	Hours	Stud.
Education	27	38
General Liberal Arts[1]	26	301
Pre-Law	24	29
Social Science[2]	18	98
TOTAL STUDENTS		466

[1] Includes English, Foreign Language, Humanities, Journalism, Liberal Arts, and Literature Majors.

[2] Includes Anthropology, Economics, History, Psychology, Social Science, and Sociology Majors.

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APPENDIX 8

MAJORS WHICH DO NOT MAKE AVAILABLE
A SUFFICIENT NUMBER OF ELECTIVE HOURS
FOR COMPREHENSIVE FOREIGN LANGUAGE PROGRAMS

GENERAL STUDIES PROGRAMS

Majors	Hours	Stud.
Speech	17	7
Drama	14	21
Mathematics	12	25
Engineering[1]	9	71
Biological Science	9	41
Secretarial Science	9	22
Pre-Medicine[2]	7	46
Chemistry	6	10
Forestry[3]	6	55
Pre-Pharmacy	6	1
Pre-Optometry	5	2
Agriculture	4*	23
Art	4	66
Business	3	163
Geology	3	18
Home Economics[4]	3	30
Physical Education	3	69
Accounting	2	51
Physical Science[5]	0	5
Music	0	34
Political Science	0	23
Pre-Dental	0	11
Pre-Nurse	0	16
Unknown	0*	13
		823

OCCUPATIONAL PROGRAMS

Majors	Hours	Stud.
Audio-Visual	11	21
Child Care Center	11	41
Travel and Recreation	8	43
Civil Engineer. Tech.	6	6
Sect. - Legal & Scien.	6	5
Auto Body and Fender	3	14
Auto Mechanics	3*	46
Business	3*	18
Nursing (R. N.)	3	116
Secretary - Medical	3	5
Data Processing	0	25
Drafting Technician	0	6
Electronics Tech.[6]	0	18
Job Entry	0*	14
Medical Office Assist.	0	19
Police Science	0	13
Practical Nursing	0	23
Radiologic Technician	0	8
Welding	0	21
Industrial Arts	0*	2
TOTAL STUDENTS		464

GRAND TOTAL STUDENTS 1,287

[1] Includes Aeronautical, Civil, Electrical, General, and Mechanical Engineering Majors as well as Pre-Architect Majors

[2] Includes Pre-Veterinary Majors

[3] Includes Game Management Majors

[4] Includes Homemaking Majors

[5] Includes Archeology and Physics Majors

[6] Includes Electrical Engineering Technician

* Estimated

APPENDIX 9

SELECTED STATEMENTS ABOUT CAREER SPANISH PROGRAMS

"...I spoke at the AATSP [American Association of Teachers of Spanish and Portuguese] Convention [in New York] on the need for more courses such as the ones you are planning..." Carlos H. Monsanto, Editor, Texas Foreign Language Association Bulletin, University of Houston, Houston, Texas, February 5, 1973.

"... This is certainly a much needed course [Spanish for Child Care Majors] for Anglos and I am delighted to hear you are doing it..." Jackie Yamahiro, President, Colorado Association for the Education of Young Children, Lakewood, Colorado, December 13, 1972.

"...The courses you mentioned sound fascinating and I do wish you all the best in developing them. Since they sound like excellent ideas, you may wish to publicize them once things settle down next quarter..." David P. Benseler, Editor, The Washington Association of Foreign Teachers Forum, Washington State University, Pullman, Washington, December 13, 1972.

"...The programs you are working on at this time sound very interesting and worthwhile but, as you point out, there is no real supply of material available. I am sure that it will take a lot of work to prepare appropriate materials..." [n. n.], Central Michigan University, Michigan Migrant Education Center, Mount Pleasant, Michigan, January 22, 1973.

"I read with great interest your letter to the editor in the most recent issue of FLAGS. Occupational [Spanish] programs... are an interest of ours, and I wonder if you would be willing to share with us the results of your inquiry, its offerings and materials." John T. Riordan, Manager, Editor-in-Chief, Foreign Language Department, Houghton Mifflin Company, Boston, Massachusetts, February 12, 1973.

"...The course [Spanish for Child Care Majors] sounds interesting, challenging and ambitious. If I can help you with it in any way, please call on me..." Dr. Bill D. Bassore, Director, Head Start Regional Training Office, University of Northern Colorado, Greeley, Colorado, [n. d.]

"...As editor of Nevada's foreign language newsletter, I would be most interested in any new program that you may develop as part of your work at Mesa College. Please keep me informed. Good luck on your important new undertaking." Robert A. Gilman, Editor, Tape Hiss, University of Nevada, Reno, Nevada, January 3, 1973.

"I saw some mention of the Occupational Spanish Course you are offering at Mesa College...I would especially like to see some of the materials you are using. Anything you can tell us will be greatly appreciated." Earl Bradley, Spanish Department, Lamar Community College, Lamar, Colorado, February 26, 1973.

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"...Dave, would it be alright if I visit with a few people...in Denver about your occupational Spanish program? I have already visited with the Dean of Occupational Studies and he is truly interested...I guess what I am actually saying is, would you be interested in moving to this area, if you could find a better job?" Dr. Ray McMurtry, Dean of Instruction, Community College of Denver, Denver, Colorado, March 2, 1973.

"...What you are doing on career education is great and actually of national significance..." Dr. Arno Preller, President-Elect, Colorado Congress of Foreign Language Teachers, Colorado State University, Fort Collins, Colorado, May 21, 1973.

"...I extend to my sincerest wishes that your efforts at Mesa College are fruitful." Joseph E. Montoya, Director, Career Development and Technical Assistance, Department of Health, Education, and Welfare, Washington D.C., February 20, 1973.

"...I am sorry to say that in Illinois, we have done very little in the area of your inquiry. I have asked people in our Bilingual and Migrant sections if they knew of any work or studies in the area of specific vocabulary development for non-Spanish persons working in specific fields, and they informed me that to their knowledge your inquiry opens up a new avenue of possible program development..." Michael J. Bakalis, Superintendent of Public Instruction, State of Illinois, Springfield, Illinois, February 21, 1973.

"Regarding information about "occupational Spanish" programs, I have very little information...I have heard much lip service but [seen] practically no action." Mary DuFort, Coordinator of Humanities, Alameda County Schools, Hayward, California, January 15, 1973.

"Thank you for your letter regarding the occupational Spanish programs which you plan to develop and conduct. In Alabama, there are not any such programs...I wish that I could be of more help to you in this matter, but we are just now getting into work concerning career education..." (Mrs.) Joanna B. Crane, Foreign Language Consultant, Department of Education, State of Alabama, Montgomery, Alabama, February 6, 1973.

"How coincidental that you should ask us for career type materials in Spanish. We have a Title III grant this year to develop individualized materials which will...provide the learner with language facility ...in...career areas...I wish we had packets to give you now, but we are just beginning to field test. Best wishes." Elizabeth B. Alonso, Consultant, Foreign Languages, Dade County Public Schools, Miami, Florida, January 5, 1973.

"It would be almost impossible to tell you about all the occupational Spanish programs in the Commonwealth of Pennsylvania. Last spring our Spanish staff was involved in teaching Spanish to the English-speaking teachers of the Lancaster City School District with the idea of improving communications between them and their Spanish-speaking students. ...Much more...has been and is being done...Good luck with your project." Beatrice M. Killough, Assistant to the Chairman for Spanish, Millersville State College, Millersville, Pennsylvania, December 12, 1972.

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APPENDIX 10

NEEDED LIMITED OBJECTIVE CAREER SPANISH COURSE[1]
FOR STUDENTS WHOSE MAJORS DO NOT MAKE AVAILABLE
A SUFFICIENT NUMBER OF ELECTIVE HOURS
FOR COMPREHENSIVE SPANISH PROGRAMS

Preliminary Course Options (Individualized Programs)	Proposed Length (Hrs.)	Majors To Be Served	No.[2] Stud. Enroll.	Elect. Hrs. Avail.
ACADEMIC YEAR 1974-1975				
Medical Spanish	3-6	Nursing (R.N.)	116	3
		Pre-Medicine	46	7
		Practical Nursing	23	0
		Medical Office Assistant	19	0
		Pre-Nursing	16	0
		Radiologic Tech.	8	0
		Medical Secre.	5	3
		TOTAL STUDENTS	233	
Spanish for Child Care and Education Majors	3-6	Physical Ed.	69	3
		ChildCareCenter	41	11
		General Ed.	38	27
		TOTAL STUDENTS	148	
Spanish for Social Service	9	SocialScience	98	18
		Fire Science	0	9
		TOTAL STUDENTS	98	
Spanish for Law Enforcement	3	PoliceScience	13	0
ACADEMIC YEAR 1975-1976				
Spanish for Farm and Ranch	3-6	Forestry	55	6
		Agriculture	23	4*
		TOTAL STUDENTS	78	
Spanish for Tourism	3-6	Travel and Recr.	43	8
Spanish Commerical Corres.	9	Secret.Science	22	9
		Voc-TecSect(bilin)	5*	6
		TOTAL STUDENTS	27	
		GRAND TOTAL STUDENTS	640	
		MINUS SOCIAL SCIENCE AND GENERAL EDUCATION MAJORS	-136	
		GRAND TOTAL NEW STUDENTS BEING SERVED	504	

*Estimated

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APPENDIX 10 (cont.)

[1] This needed course grew out of interviews with the following members of the Mesa College staff: Virginia Beemer, Director, Child Care Center; Tennie Ann Capps, Instructor, Division of Business; Jim Carstens, Chairman, Division of Business; Jack Cassidy, Instructor, Division of Business; Travel and Recreation Management; Al Goffredi, Director, Area Vocational School; Director, Occupational Studies; Don MacKendrick, Chairman, Division of Social Sciences; Bob Rice, Chairman, Division of Biological Sciences and Home Economics, and Eileen Williams, Head, Department of Nursing.

[2] Number of students enrolled Spring, 1973.

APPENDIX 11

POSSIBLE LIMITED OBJECTIVE FRENCH AND GERMAN COURSES FOR STUDENTS WHOSE MAJORS DO NOT MAKE AVAILABLE A SUFFICIENT NUMBER OF ELECTIVE HOURS FOR COMPREHENSIVE FRENCH AND GERMAN PROGRAMS

Possible Courses[1]	Suggested Length (Hrs.)	Majors To Be Served	No. Stud. Enroll.	Elect. Hrs. Avail.
Foreign Languages for Visual and performing Arts Majors[2]	9	Art	66	4
		Music	34	0
		Drama	21	14
		Speech	7	17
		TOTAL STUDENTS	128	
German for Scientists[3]	9	Biological Science	41	9
		Political Science	23	0
		Geology	18	3
		Pre-Dental	11	0
		Chemistry	10	6
		Physical Science	5	0
		Pre-Optometry	2	5
		Pre-Pharmacy	1	6
		TOTAL STUDENTS	111	
French for Engineers[4]	9	Engineering	71	9
		Mathematics	25	12
		TOTAL STUDENTS	96	
		GRAND TOTAL STUDENTS	335	

[1]These possible courses grew out of interviews with the following members of the Mesa College staff: Jim Davis, Chairman, Division of Mathematics and Engineering; Don Meyers, Head, Department of Art; Bill Putnam, Chairman, Division of Physical Science; and Bob Young, Head, Department of Geology.

[2]This class might take the form of an interdisciplinary program offering cultural readings and training in diction. If it is not possible or desirable to develop an interdisciplinary program, then French is recommended as the most suitable language for these combined majors.

[3]Staff members interviewed prefer a program designed to provide a reading knowledge of German. Russian is preferred as the language of second choice.

[4]The program suggested here should be able to meet the reading requirement goals of most colleges, but it may not satisfy the hours required by some schools. German is preferred as the language of second choice and could conceivably be used to meet the needs of both science and engineering majors.

DRAFT

TOURIST SPANISH

LEARNING ACTIVITY PACKET

ON

EN LA FARMACIA

(AT THE DRUG STORE)

BY

W.D. PILKENTON

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IN THE DRUG STORE (EN LA FARMACIA)

I. BASIC SENTENCES

A. Memorizing the Basic Sentences. Pay particular attention to the correct pronunciation of the Basic Sentences. Time: One hour.

1. A: Good afternoon.	Buenas tardes.
B: Good afternoon.	Buenas tardes.
A: What do you want?	¿Qué desea Ud.?
B: Can you prepare (fill) this prescription for me (right away)?	¿Puede Ud. prepararme (llenarme) esta receta (en seguida)?
A: Yes, Sir.	Sí, Sr.
B: How long (much time) will it take?	¿Cuánto (tiempo) tardará?
A: It will take about ten minutes.	Tardará unos diez minutos.
2. A: While I am waiting give me something for a headache.	Mientras espero, déme algo para dolor de cabeza.
B: Very well, Sir. Here is a bottle of aspirin.	Muy bien, Sr. Aquí tiene Ud. una botella de aspirinas.
A: I also need a box of cough drops, a jar of mentholatum, and a can of black shoe polish.	También necesito una caja de pastillas para la tos, un frasco de mentolato, y una lata de betún negro.
B: We have several brands. Which do you prefer?	Tenemos varias marcas. ¿Cuál(es) prefiere Ud.?
A: The cheapest ones.	Las más baratas.
3. A: Anything more?	¿Algo más?
B: Yes, I would like a package of chewing gum, a roll of film, and a tube of toothpaste.	Sí, quisiera un paquete de chicle, un rollo de películas, y un tubo de pasta dentífrica.
A: What size and brand, please?	¿De que tamaño y marca, por favor?
B: A large tube of Gleam. (It doesn't matter.)	Un tubo grande de Gleam. (No me importa.)
4. A: What number (of film) does your camera take?	¿Qué número lleva su camera?
B: Number 120.	Número ciento veinte.
A: How many rolls (do you want)?	¿Cuántos rollos (quiere Ud.)?
B: Give me two, please.	Déme dos, por favor.
5. A: And what more?	¿Y qué más?
B: I could use a laxative, a bar of soap, some chlorine tablets for water, and some white envelopes.	Podría usar un laxante, una pastilla de jabón, unas píldoras de cloro para agua, y unos sobres blancos.
A: Is that all, Sir?	¿Es todo, Sr.?
B: Oh, I nearly forgot. Do you have any insect repellent?	Ah, se me olvidaba. ¿Tiene Ud. (#) insecticida?
A: Yes, Sir. At what price? They are sold at ten and fifteen pesos.	Sí, Sr. ¿De qué precio? Se venden a diez y quince pesos.
B: Give me one of those at ten pesos.	Déme una de esas de a diez.
6. A: How much do I owe you?	¿Cuánto le debo?
B: The bill comes to two hundred fifty pesos, forty five centavos.	La cuenta suma doscientos cincuenta pesos, cuarenta y cinco centavos.
A: Do you have change for this bill? (Here you are.)	¿Tiene Ud. cambio para este billete? (Tome Ud.)
B: Two hundred fifty, forty five out of five hundred. Yes, Sir, here is your change.	Doscientos cincuenta con cuarenta y cinco de quinientos. Sí, Sr., aquí tiene Ud. el cambio(la vuelta).
A: Many thanks.	Muchas gracias.
B: Thank you, Sir.	Gracias a Ud., Sr.

B. What Would You Say? Directions: You will be called on (1) to speak the responses which the questions or statements of Section A call for and (2) to supply the questions to which the statements might be responses. Time: 15 minutes.

C. Reviewing the Basic Sentences. Directions: Go back to Section A. Cover up the English, read the Spanish aloud and see if you can recall the English meaning for each word and phrase. Then, cover up the Spanish. Read the English silently and see if you can speak the Spanish of each word and phrase. Time: 15 minutes.

D. Understanding the Basic Sentences. Directions: The conversations in this section will be read to you by your instructor (or played on the tape) so that you can get practice in understanding spoken Spanish which uses the vocabulary you know. Your instructor will also pick out English expressions at random to see if you can speak the Spanish equivalent quickly and fluently. Time: 15 minutes.

E. Conversation. Directions: In this section you are going to have your first chance to engage in conversation in Spanish. Throw yourself into these conversations. Do the best you can with pronunciation and with the Spanish, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly as though you meant what you are saying. Don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. Time: 30 minutes.

1. Pretend that you are a tourist in Mexico and that your partner is a drug store clerk. Tell him:

   a. good afternoon
   b. to give you something for a headache (while you are waiting)
   c. that you also need a box of cough drops, a jar of mentholatum, and a can of black shoe polish
   d. that you want the cheapest ones
   e. that you would like a package of chewing gum, a roll of film, and a tube of tooth paste
   f. that you want a large tube of Gleam
   g. that it doesn't matter to you
   h. that it takes number 120
   i. to give you two, please
   j. that you could use a laxative, a bar of soap, some chlorine tablets for water, and some white envelopes
   k. that you nearly forgot
   l. to give you one of those at ten pesos
   m. many thanks

2. Pretend that you are a drug store clerk in Mexico and that your partner is a tourist. Tell him:

   a. good afternoon
   b. yes, sir
   c. that it will take about ten minutes
   d. very well, sir. Here is a bottle of aspirin
   e. that you (all) have several brands
   f. that they are sold at ten and fifteen pesos

g. that the bill comes to two hundred fifty pesos, forty-five centavos
h. two hundred fifty, forty-five out of five hundred
i. yes, sir. Here is your change.
j. thank you, sir

3. Pretend that you are a tourist in Mexico and that your partner is a drug store attendent. Elicit the following information from him.

a. whether he can prepare this prescription for you (right away)
b. how long it will take
c. whether he has any insect repellent
d. how much you owe him
e. whether he has change for this bill

4. Pretend that you are a drug store clerk in Mexico and that your partner is a tourist. Elicit the following information from him.

a. what he wants (this prescription prepared)
b. which brand he prefers (the cheapest)
c. whether he wants anything more (a package of. . ., a roll of. . .)
d. what size and brand he wants (a large tube of . . .)
e. what number of film his camera takes
f. how many rolls he wants
g. what more he wants. (a laxative, a bar of. . ., some chlorine . . ., and some white. . .)
h. whether that is all (any insect repellent?)
i. at what price (one of those at ten pesos)

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II. VOCABULARY BUILDING

F. Word Study. Here are some other useful words which you will want to learn by heart. Keep in mind the meaning of each word as you speak the Spanish. Time: Two hours.

1. Can you fill this prescription for me?	Puede Ud. prepararme esta receta?
develop this roll of film	revelarme este rollo de películas.
make me two copies of the picture	hacerme dos copias de fotografía.
give me two bottles	darme dos botellas
wait on me (now)	atenderme (ahora)
give me some information	darme informas
prescribe something for a stomach ache	recetarme algo para dolar de estómago
2. I would like something for	Quisiera algo para
a head ache	dolor de cabeza
a sore throat	dolor de garganta
dandruff	caspa
heartburn	acidez (estómago ácido)
gargling	gargarizar
constipation	estreñimiento (constipación)
3. I would like a (large) bottle of / medium-sized / small	Quisiera una botella (grande) de / mediana / (botellita) pequeña
aspirin	aspirina
eyewash	colirio
shampoo	champú
white shoe polish	betún blanco
antiseptic	antiséptico
water purification tablets	pastillas para purificar agua
vitamins	vitaminas
rubbing alcohol	alcohol para frotar
castor oil	aceite de ricino
iodine	yodo
cough syrup	jaraba para la tos
ink	tinta
cologne, toilet water	colonia (agua de Colonia)
(clear) nail polish	esmalte (claro) para las uñas
nail polish remover	quitaesmalte (limpiauñas)
perfume	perfume
hand lotion	loción para las manos
4. I would like a (large) box of / medium-sized / small	Quisiera una caja (grande) de / mediana / pequeña (cajita)
cough drops	pastillas para la tos
absorbent cotton	algodón absorbente (hidrófilo)
large bandages	vendas grandes
triangular bandages	vendas triangulares
gauze bandages	vendas de gasa
Sucrets	Sucrets
sanitary napkins	absorbentes higiénicos (toallas higiénicas)

powder	polvos
rouge	colorete
cigars	cigarros (puros, habanas)
5. I would like a (large) jar of medium-sized small	Quisiera un frasco (grande) de mediano (frasquito) pequeño
mentholatum	mentolato
vasoline	vasolina
facial cream	crema facial
cleansing cream	crema para limpiarse la cara
6. I would like a (large) can of medium-sized small	Quisiera una lata (grande) de mediana (latita) pequeña
black shoe polish	betún negro
brown	moreno
tooth powder	polvo dentífrico (de dientes)
7. I would like a (large) package of medium-sized small	Quisiera un paquete (grande) de mediano (paquetito) pequeño
chewing gum	chicle (goma para mascar)
safety pins	imperdibles
cigarettes	cigarrillos
hairpins	horquillas
large curlers	rizadores grandes
medium-sized	medianos
small	pequeños
single edge razor blades	navajas (de afeitar) de un filo
double	dos filos
8. I would like a (large) roll of medium-sized small	Quisiera un rollo (grande) de mediano (rollito) pequeño
film	películas
adhesive tape	cinta adhesiva
toilet paper	papel higiénico (de escusado)
gauze	gasa
9. I would like a (large) tube of medium-sized small	Quisiera un tubo (grande) de mediano (tubito) pequeño
toothpaste	pasta dentífrica (crema dental)
Gleam	Gleam
shaving cream	crema de afeitar
10. I would like a (good)	Quisiera un (buen)
laxative	laxante (laxativo, purgante)
disinfectant	desinfectante
pair of sunglasses	par de gafas de sol (lentes contra de sol)

pair of scissors	par de tijeras
toothbrush	cepillo de dientes
alarmclock	despertador
mouth wash	gararismo
sedative	sedante
thermometer	termómetro
(an) ice bag	saquito para hielo
(an) antiseptic	antiséptico
(an) analgesic	analgésico
newspaper	periódico
a paperback book	libro encuadernado en papel
carton of cigarettes	cartón de cigarrillos
pencil	lápiz
hair brush	cepillo de pelo (de cabello)
hand mirror	espejo de mano
pocket comb	peine (de bolsa)
compact	neceser
depilatory	depilatorio
deodorant	desodorante
comb	peine (de bolsillo)
lighter	encendedor

11. I would like a (good) — Quisiera una (buena)

bar of soap	pastilla(barrilla, barra) de jabón
hot water bottle	botella para agua caliente
magazine	revista
post card	tarjeta postal
greeting card	tarjeta de felicitación
stick of chewing gum	barrita de chicle
roll of film (for this camera)	rollo de películas (para esta cámara)
camera	cámara
vial of spirits of ammonium	ampolleta (ampolla) de espíritu aromático de amoníaco
smelling salts	sales aromáticos
compact	polvera (motera)
finger nail file	lima para las uñas
hair net	albanega (red)
dozen large curlers	docena de rizadores grandes
half-dozen small curlers	media docena de rizadores pequeñas
hair dryer	secadora (de cabello)
safety razor	navaja de seguridad (afeitar)
electric razor	máquina de afeitar
shaving brush	brocha (cepillo) de afeitar
pipe	pipa

12. I would like some — Quisiera unas (algunas)

chlorine tablets for water	píldoras de cloro para agua
light bulbs	bombillas
adhesive compresses	compresas adhesivas
nuts	nueces
bandages	vendas
quinine tablets	pastillas de quinina
hairpins	horquillas
razor blades (Gillette)	hojas (cuchillas, navajas) de afeitar (de Gillette)

13. I would like some	Quisiera unos (algunos)
white envelopes	sobres blancos
stamps	sellos
candy	bombones (dulces)
corn pads	parches para los callos
ear stoppers	tapones para el oído
matches	fósforos
cosmetics	cosméticos
barrettes	broches
haircurlers	rizadores (ondulines)
bobby pins	pinches
14. Do you have any (I would like some)	¿Tiene Ud. #? Quisiera #
insect repellent	insecticida
epsom salts	sal inglesa
foot powder	talco para los pies
insect bite lotion	loción para picadura
soap	jabón
cotton	algodón
poison	veneno
quinine	quinina
sunburn ointment	ungüento para quemadura de sol
sun tan lotion	loción contra quemadura de sol
writing paper	papel de escribir
adhesive tape	esparadrapo
bicarbonate of soda	bicarbonato de soda
boric acid	ácido bórico
carbolic acid	ácido fénico
cleaning fluid	quitamanchas
lipstick	lápiz labial (de labios)
rouge	colorete
face powder	polvo de tocador(facial, para la cara)
bath powder	polvo para el baño
make-up	maquillaje
hand lotion	loción para las manos
ribbon	cinta
tweezers	pincinta
powder	polvos
cold cream	crema para la cara
peroxide	agua oxigenada
(pipe) tabacco	tabaco (para pipas)
hair tonic	loción para el pelo

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G. Reviewing the Vocabulary Building Section. Directions: Go back to section F. Cover up the English, read the Spanish aloud and see if you can recall the English equivalent for each word and phrase. Then cover up the Spanish. Read the English silently and see if you can speak the Spanish equivalent of each word and phrase. Time: 15 minutes.

H. Understanding the Vocabulary Building Section. Directions: The conversations in this section will be read to you by your instructor (or played on the tape) so that you can get practice in understanding spoken Spanish which uses the vocabulary contained in the Vocabulary Building Section. Time: 15 minutes.

I. Conversation. Directions: This section represents the real purpose of the lesson. The course is intended to teach you to speak Spanish and to understand it when you hear it spoken. Follow the instructions below.

1. Pretend that you are a tourist in Mexico and that your partner is a drug store clerk. Ask him:

   a. whether he can prepare this prescription for you
      develop this roll of film for you
      make you two copies of the pictures
      give you two bottles
      wait on you (now)
      give you some information
      prescribe something for a stomache ache for you

2. Pretend that you are a tourist in Mexico and that your partner is a drug store clerk. Tell him:

   a. that you would like something for a headache
      a sore throat
      dandruff
      heartburn
      gargling
      constipation
      diarrhea

   b. that you would like a (large) bottle of aspirin
      eye wash
      shampoo
      white shoe polish
      antiseptic
      water purification tablets
      vitamins
      rubbing alcohol
      castor oil
      iodine
      cough syrup
      cologne (toilet water)
      (clear) nail polish
      nail polish remover
      perfume
      hand lotion

   c. that you would like a (medium-sized) box of cough drops
      absorbent cotton
      large bandages
      triangular bandages

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gauze bandages
Sucrets
sanitary napkins
powder
rouge
cigars

d. that you would like a (small) jar of mentholatum
vasoline
facial cream
cleansing cream

e. that you would like a package of chewing gum
safety pins
cigarettes
hairpins
large curlers
medium-sized curlers
small curlers
single edge razor blades
double edge razor blades

f. that you would like a (small) can of black shoe polish
brown shoe polish
tooth powder

g. that you would like a roll of film
adhesive tape
toilet paper
gauze

h. that you would like a (large) tube of toothpaste
Gleam
shaving cream

i. that you would like a (good) laxative
disinfectant
pair of sun glasses
pair of scizzors
toothbrush
alarm clock
mouth wash
sedative
thermometer
ice bag
antiseptic
analgesic
newspaper
paperback book
carton of cigarettes
pencil
hairbrush
hand mirror
pocket comb
compact
depilatory
deodorant
comb
lighter

j. that you would like a (good) bar of soap
hot water bottle
magazine
post card
greeting card
stick of chewing gum
roll of film
camera
vial of spirits of ammonium
" " smelling salts
compact
finger nail file
hair net
dozen large curlers
half-dozen small curlers
hair dryer
safety razor
electric shaver
shaving brush
pipe

k. that you would like some chlorine tablets for water
light bulbs
adhesive compresses
nuts
bandages
quinine tablets
hairpins
razor blades
Gillette blades

l. that you would like some white envelopes
stamps
candy
corn pads
ear stoppers
matches
cosmetics
barrettes
hair curlers
bobby pins

3. Pretend that you are a tourist in Mexico and that your partner is a drug store clerk. Ask him:

a. whether he has any insect repellent
epsom salts
foot powder
insect bite lotion
soap
cotton
poison
quinine
sunburn ointment
sun tan lotion
writing paper
adhesive tape
bicarbonate of soda

boric acid
carbolic acid
cleaning fluid
lipstick
rouge
face powder
bath powder
make-up
hand lotion
ribbon
tweezers
powder
cold cream
peroxide
(pipe) tobacco
hair tonic

4. Pretend that you are a tourist in Mexico and that your partner is a drug store clerk. Tell him:

a. that you would like some insect repellent
epson salts
foot powder
insect bite lotion
soap
cotton
poison
quinine
sunburn ointment
sun tan lotion
writing paper
adhesive tape
bicarbonate of soda
boric acid
carbolic acid
cleaning fluid
lipstick
rouge

(see 3.a. above for additional items)

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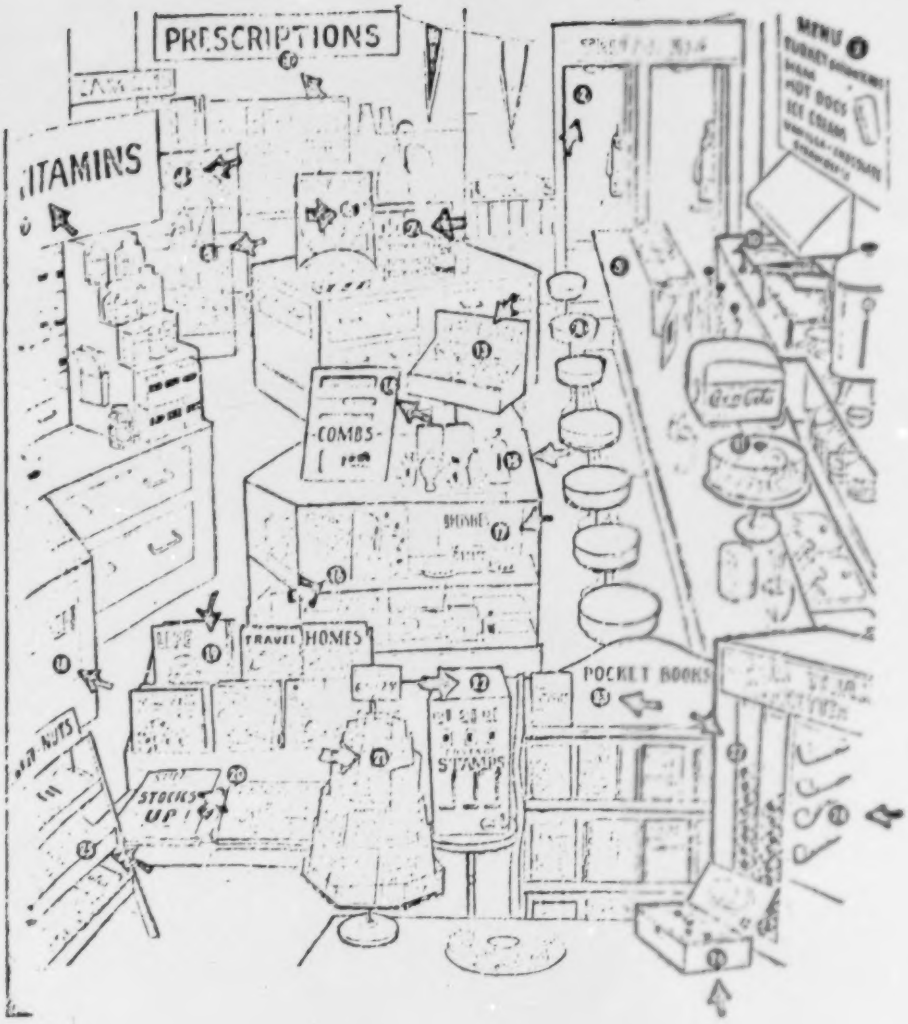
J. Que desea Ud.? (What do you want?) Directions: Name the item to which the arrow points.



Drawing taken from Segundo Curso Progresando by John M. Pittaro and Alexander Green, published by D.C. Heath and Company, Boston, 1960 (third edition), p. 253.

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APPENDIX 13

COMPARISON OF EXISTING AND POTENTIAL
FOREIGN LANGUAGE SERVICES
AT MESA COLLEGE

Date	Program	Students Served Number	Per Cent[1]	Students Not Served[2] Number	Per Cent
	PLAN "A"				
1973	Exist.Programs[3]	466	26%	1,287	74%
1974-1975	Car.Span.Program[4]	504	29%	-	-
	TOTALS	970	55%	783	45%
	PLAN "B"				
1973	Exist.Programs	466	26%	1,287	74%
1974-1975	Car.Span.Program	504	29%	-	-
1976?	Fren/Ger.Program[5]	335	19%	-	-
	TOTALS	1,305	74%	448	26%

[1] Per Cent should be read as per cent of the total day school enrollment during the spring of 1973 (1,753 and see Appendix 4). Although this figure is not an estimate of 1976 enrollment, I have taken the liberty of projecting it ahead in order to provide at least some idea of the magnitude of change in service capacity, percentage wise, that could result by this date.

[2] See Appendix 8: Majors Which Do Not Make Available A Sufficient Number of Elective Hours and Appendix 14: Majors Remaining For Which Foreign Language Programs Need To Be Considered.

[3] See Appendix 7: Majors Which Make Available A Sufficient Number of Elective Hours.

[4] See Appendix 10: Needed Career Spanish Course.

[5] See Appendix 11: Possible French and/or German Course(s).

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APPENDIX 14

MAJORS REMAINING FOR WHICH LIMITED OBJECTIVE FOREIGN LANGUAGE COURSES NEED TO BE CONSIDERED

GENERAL STUDIES PROGRAMS

Majors To Be Served	No. Stud. Enroll.	Elect. Hrs. Avail.
Business	163	3
Accounting	51	2
Home Economics	30	3
Unknown	13	3*
TOTAL STUDENTS	257	

OCCUPATIONAL PROGRAMS

Majors To Be Served	No. Stud. Enroll.	Elect. Hrs. Avail.
Auto Mechanics	46	3*
Data Processing	25	0
Audio-Visual	21	11
Welding	21	0
Business	18	3*
Electronics Tech.	18	0
Auto Body and Fender	14	3
Job Entry	14	0*
Civil Engineer. Tech.	6	6
Drafting Technician	6	0
Industrial Arts	2	0*
TOTAL STUDENTS	191	

GRAND TOTAL STUDENTS 448

*Estimated

APPENDIX 15

HELP WANTED
Foreign Language Training

Opportunities to make language pay off in the marketplace are expanding like the population in a rabbit hutch. The time is past when serious language study was limited to future language teachers. Today, the ability to speak or read a second tongue means increased worth to almost any employer and greatly enhances chances for advancement. Prospects are particularly attractive for college students with business training.

The Sunday Times' classified ads tells the story. Banks, import-export houses, branch offices of foreign companies, all need personnel who can translate foreign language copy. And they're willing to pay.

Perfection in the second language isn't necessary, nor is a foundation in the arts, according to the Head of the Translation Division of New York's Federal Reserve Bank. A college graduate with the ability to use the usual commercial terms in one or more foreign languages is a valuable commodity.

Immagine the problems of managing an international business: bills to be translated, shipments to be routed overseas from truck to ship to truck again. Certificates to transfer for currency come into a bank by the hundreds.

Somebody has to prepare the information in English for other employees working on these projects. The translation needn't be polished, merely comprehensible. This kind of talent commands a good weekly salary.

It is an ideal opportunity for commercially trained college students. It could be, that is, if more colleges encouraged commercial students to take languages. But few do. They tend to reserve language courses for the college prep crowd.

This kind of rigidity in curriculum is as old fashioned as the rumble seat. Career counselors, alert to changing patterns in job possibilities, know that foreign language courses might be worth more in the end to an ambitious business major than to a pre-med college student. Still many educational systems ignore this important development. Special language courses will be designed in colleges to supply the international business market. Students originally drawn to a language for monetary gain might find that they like it enough to stay with it for the culture and personal satisfaction it can provide.

Prepared by Alpha Mu Gamma
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